

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-8 Edition

Columbus School**Bridgeport School District**

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 Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: PK - 8

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 663
 5-Year Enrollment Change: -22.1%*
 *Between 2003 and 2008, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	N/A	>95.0	>95.0	38.3
K-12 Students Who Are Not Fluent in English	194	31.1	13.4	7.7
Students with Disabilities	80	12.1	11.8	10.8
Students Identified as Gifted and/or Talented	0	0.0	0.6	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	45	48.4	63.9	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	492	92.8	92.0	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,067	992

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	23.5	22.8	18.4
Grade 2	19.0	22.2	19.9
Grade 5	23.0	21.8	21.2
Grade 7	26.5	23.0	20.6

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	0.0	34.3	34.4
World Language	0.0	3.5	48.4

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	31	31
Computer Education	0	19
English Language Arts	493	426
Family and Consumer Science	0	1
Health	0	21
Library Media Skills	19	19
Mathematics	200	198
Music	31	33
Physical Education	56	41
Science	130	95
Social Studies	108	86
Technology Education	0	2
World Languages	0	14

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	30.8	13.1	7.5
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	55.0	56.3	81.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.4	2.5	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	86.5	92.9
# of Print Volumes Per Student*	14.8	13.9	29.5
# of Print Periodical Subscriptions	0	0	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education:	Teachers and Instructors	41.90	
	Paraprofessional Instructional Assistants	10.00	
Special Education:	Teachers and Instructors	6.00	
	Paraprofessional Instructional Assistants	6.00	
Library/Media Specialists and/or Assistants		2.00	
Administrators, Coordinators, and Department Chairs		2.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.00	
Counselors, Social Workers, and School Psychologists		3.00	
School Nurses		0.80	
Other Staff Providing Non-Instructional Services and Support		12.60	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.5	13.0	13.7
% with Master's Degree or Above	91.8	85.8	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	7.1	5.3	8.7
% Assigned to Same School the Previous Year	91.8	85.6	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Columbus School continues to develop and strengthen their support for family involvement in the education of our students. The school strives to establish meaningful parent involvement where a genuine parent friendly climate exists. A Parent Association Committee is our formal organization of parents which has contributed as another entity toward the functioning of the school and school improvement from the parent position. Our Monthly PAC meetings provide updates on Columbus events, bring in guest speakers with expertise in various themes of Bridgeport community. Parents continue to work as members on the School Leadership Team to establish a strong academic and community environment. Parents are also part of the School Governance Council, which provides another avenue for parents to vocalize concerns and contribute ideas to overall school improvement. A total of approximately 30 literacy based family programs and interactive events for families have been held to date. The Literacy and Math Coaches have provided parent workshops that include hands-on materials to work with their children at home and books for their home libraries. Our Home School Coordinator has provided parents with many opportunities to support their child's literacy through a variety of parent meetings. These activities are scheduled during the morning and the evening to accommodate working parents and have far-reaching effects. Weekly progress reports are sent home for the younger students and mid-term progress reports are sent home every quarter for the older students as a way to keep parents apprised of events and activities that take place in the school. Many parents log onto the Columbus School website. The website provides a variety of information for parents based upon individual teachers such as class highlights, homework help, class blogs, fundraising events and district news. Now, parents can also communicate with the principal and teachers through the district's new Power School Program. Through Power School, parents are able to access their child's progress report and report cards.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	6	0.9
Black	180	27.1
Hispanic	420	63.3
Pacific Islander	0	0.0
White	56	8.4
Two or more races	1	0.2
Total Minority	607	91.6

Percent of Minority Professional Staff: 26.3%

Non-English Home Language :

55.6% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 9.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Columbus School and GE have collaborated over the past 5 years to provide a Junior Achievement Day for students in Kindergarten through 8th grade. The GE employees/volunteers deliver lessons that foster work-readiness, entrepreneurship and financial literacy to over 600 urban Columbus students. This program has offered a learning experience that inspires our students to reach their potential and develop knowledge about the 21st century global economy. Columbus student population is comprised mainly of Hispanic and African Americans who qualify for free lunch. Over the past 8 years, the School Volunteer Association has partnered with Columbus School to provide community volunteers to read aloud to all students from Pre-K to 8th grade from newly donated award winning books and engage students in oral discussions to enhance oral language. Attorney Darby Anderson has sponsored the Student of the Month breakfasts for the past 4 years. Every staff member nominates one student per month based on positive character development traits to attend the breakfast with a parent. Each month, approximately 50 students receive a special breakfast in the cafeteria with their parents and/or siblings, a certificate of recognition and have their photograph taken with their family members. This is an opportunity to involve families as we recognize and celebrate their successes. Additionally, Sacred Heart University and University of Bridgeport professors and students have provided assistance by creating after-school math clubs, science lessons, and tutoring/mentoring opportunities to Columbus students in grades pre-kindergarten through 8th. The relationship between Sacred Heart University and Columbus School continues. Career Day is 10 years running. A wide variety of speakers, from all walks of life, encourage students to expand their horizons. Sister Theresa from "the Daughters of Charity" has consistently donated Easter baskets for Pre-K -3rd grade students. Many teachers have created connections with classrooms worldwide through the use of technology that include: student blogs and Skype.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	51.7	41.9	50.9	52.7
Grade 6	50.0	43.7	51.2	47.7
Grade 8	52.8	40.4	50.8	57.8

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	16.4	22.5	58.4	5.9
Writing	29.6	29.7	61.1	11.6
Mathematics	29.5	27.3	63.0	11.5
Grade 4 Reading	19.4	25.8	62.5	5.0
Writing	17.4	33.2	65.5	1.6
Mathematics	28.4	29.7	67.0	7.7
Grade 5 Reading	10.3	25.4	61.4	2.8
Writing	15.4	36.2	66.8	2.4
Mathematics	21.0	40.1	72.5	2.6
Science	9.1	22.6	59.9	3.6
Grade 6 Reading	44.0	46.6	76.0	12.3
Writing	45.1	41.6	65.2	24.0
Mathematics	51.0	45.4	71.3	23.4
Grade 7 Reading	39.1	49.6	77.8	10.8
Writing	23.4	25.3	58.9	18.6
Mathematics	29.8	37.8	68.4	14.1
Grade 8 Reading	37.5	43.2	74.7	12.4
Writing	23.8	29.1	64.8	15.7
Mathematics	27.5	30.7	66.6	15.0
Science	11.9	25.2	63.1	6.7

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.gov.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	83.0	89.1	95.0

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	5	0
Personally Threatening Behavior	22	1
Theft	11	0
Physical/Verbal Confrontation	2	0
Fighting/Battery	61	2
Property Damage	5	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	38	4
Total	144	7

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Data on performance in the Connecticut Mastery Test (CMT) has show some incremental gains over the past three years. The area of greatest improvement on the Connecticut Mastery Test has been in Mathematics followed by Writing and then Reading. Our K-2 students, have also showed significant gains on the Developmental Reading Assessment. In recent years, Columbus School staff has engaged in effective School Data Driven Decision Making and Data Team meetings. 100% of our staff has been trained in Data Teams and there are vertical and horizontal meetings that occur on a weekly basis. Since implementing Data Teams, the staff has been able to use student data to drive their instruction to improve student achievement. Columbus School worked to maximize the inclusion of special education and bilingual students in the general education programs. Special Education, general education and support staff meet regularly to discuss Individualized Education Plans for all special education students. In addition, a Scientifically Research-Based Instruction committee has been established and has ensured that all students in the building receive pre and post assessment probe which is AimsWeb. Based upon the Aimsweb results, the staff establishes tier 1, tier 2 and tier 3 intervention groups of students based upon their needs. We continue to have full implementation of a 90 minute Literacy Block whereby the Readers Workshop model is implemented remains in place. Authentic student data is used through the use of Data Driven Decision Making to inform and adjust instruction. Common Planning times and grade level meetings are implemented during which time teachers are given an opportunity to use a framework for looking at student work in order to discuss and collaborate on best instructional practices. An extensive tutoring system has been put in place after school. The school will continue to strengthen instruction focusing on nonfiction writing through the use of the Readers' Workshop model by increasing independent reading time. Also, the school will provide interventions for below basic and basic students and implement differentiated instruction to reach high attaining students in a child-centered environment where student led discussion and collaboration is valued. Assessment and differentiated instruction strategies will enable all students to meet mastery in all subjects so to better prepare students for further education.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Columbus School has a pre-K through eighth grade ethnically diverse population of over 600 students. We serve an economically challenged community, where the majority of the students qualify for free/reduced breakfast and lunch. The program services at Columbus School include: A comprehensive literacy program, bilingual education programs in Spanish and Portuguese, Special Education, pre-kindergarten, and all day kindergarten, learning centers, remedial reading and math programs, ESL, media center, school based health clinic, school nurse, school psychologist, guidance counselor, social worker, and two after-school programs (Lighthouse and Tutoring). PBS is working diligently to continue promoting a positive and supportive environment for all students to learn. It is our intention to continue with our successful student attendance initiatives such as having each class spell the word PERFECT based upon student attendance and receiving school-wide recognition when this status is reached. Our school action plan will continue to address identified deficits with detail planning per grade level and continue to identify instructional practices that address the needs of our student population. As aligned with the district strategic plan, Columbus School will work to provide appropriate, effective instruction, engaging classrooms, high quality relationships among staff and students, and meaningful parental engagement. Additionally, Columbus staff is currently receiving extensive training with SRBI and implementing differentiated instruction which will yield student achievement. Staff continues to strive to improve instruction based on student needs though the implementation of Data Teams.
